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ABSTRACT

Initiated in October, 1980, by the Government of the Northwest Territories (GNWT), the study addressed two concerns: present levels of service and demands for both services and programs from the GNWT to the non-English-speaking Dene and recommendations to the Executive Committee on steps to be taken now within government to overcome problems experienced by non-English-speaking Dene in obtaining government services. Three major issues identified by the GNWT were government as a communicator, government as an employer, and government as a provider of services. The study was conducted in two ways: contacting and interviewing government departments, groups, organizations and individuals who supply essential services to the Dene; and identifying the degree of Dene language fluency among children entering the school system, ages 5 to 7. Recommendations included fundamental commitment be made by the GNWT to assist the Dene in the recognition, development, and preservation of their languages; Dene interpreters be employed at all levels of various GNWT departments; adequate funding be provided for a Dene Linguistic Program division; and consultation and involvement of the Dene in all aspects of language development undertaken by or funded by the GNWT. Appendices contain support documentation. (ERB)

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DENE LANGUAGES STUDY

presented

to

EXECUTIVE COMMITTEE

GOVERNMENT OF THE NORTHWEST TERRITORIES

by

JAMES ROSS

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DENE LANGUAGES STUDY

TABLE OF CONTENTS

PAGE

1. Acknowledgements 1
2. Introduction 2
3. Languages and Degrees of Bilingualism 4
4. Specific Findings and Recommendations 8
   (a) Government as a COMMUNICATOR 8
      i. Public Liaison 8
      ii. Public Information 9
      iii. Interdepartmental and Inter-organizational . . . 10
   (b) Government as an EMPLOYER 13
      i. Hiring Practices 13
      ii. Training and Development 13
   (c) Government as a PROVIDER of Services 15
      i. Education 15
      ii. Health and Social Services 23
      iii. Legal Services 25
      iv. Local Government Services 26
5. Conclusions and Long-Range Considerations 27
6. Supporting Documentation 30
      i. List of individuals and organizations interviewed. 30
      ii. Travel Itinerary 32
      iii. Report on Loucheux Language Program
      iv. Loucheux Language Program Workshop Report
      v. Teacher Education Program - Fort Smith
      vi. Teacher Education Program - Frobisher Bay
      vii. Inuit Teacher Training Program -
      Kativik School Board - Montreal

ACKNOWLEDGEMENTS

The following report is the outgrowth of discussions with many individuals, educators, civil servants, and officials within both government and native organizations. I wish to record here their deep dedication to the preservation, development, and recognition of Aboriginal Languages. I would especially like to thank the many individuals who took the time to share their ideas and experiences to help me better understand the Dene Languages situation from region to region. I hope this report adequately conveys their concerns and perspectives.

2. Introduction

The Government of the Northwest Territories has recently recognized the seriousness of the Dene language situation in the Mackenzie Valley, and the Executive Committee has initiated work towards developing a long-range aboriginal languages policy. These matters were discussed at some length in the various sessions of the Ninth Assembly.

It has also been recognized that there are urgent short-term problems faced by Dene who do not speak English in obtaining government services. This study was initiated in October, 1980, to address these concerns as follows:

(a) To assess present levels of service and demands for both services and programs from the Government of the Northwest Territories.

(b) To make recommendations to the Executive Committee on steps or actions which can be taken now within government to overcome problems experienced by non-English-speaking Dene in obtaining government services.

Along with these general objectives, the GNWT identified three major issues:

(1) Government as a COMMUNICATOR

(2) Government as an EMPLOYER

(3) Government as a PROVIDER of services

Research for this study was carried out over a period of slightly under three months, late-October 1980 to mid-January, 1981 and involved extensive travel both within and outside the Northwest Territories.

It was realized from the outset that while the Dene Language concerns are very serious, the time-frame for this study was inadequate to do an in-depth assessment of all government services, or to visit each of the twenty-nine (29) Dene communities for meetings to discuss matters related to language and government.

As a result, I instead identified a number of government departments which supply essential services. In addition to these, there are a number of established groups both within and outside the Northwest Territories that represent or are doing work with the Dene. After having identified the various groups, organizations, and individuals I made contact and set up interviews to explain this study and to solicit their ideas and perspectives concerning the Dene Language situation.

Although this study was undertaken specifically to address the issues 1 to 3 listed above, it was often difficult or impossible to maintain discussions around these topics alone. It quickly became very clear that the issue of language involves all aspects of government and politics in the North. The Dene in particular are greatly concerned that language be discussed within a general framework of political development for native peoples. Educators and civil servants, on the other hand, tend to view native languages within the contexts more familiar to them, such as teacher training, interpreting services, and research efforts. Political leaders, native and non-native, recognize and discuss the role of aboriginal languages both within daily government affairs and in the long-range political evolution of the North. But it was perhaps in discussions with people at the community level that I became most aware of the importance that language plays in the daily lives of the Dene, and by the many ways that they are affected by the use of their language in making decisions regarding issues of importance to them.

As a result of this diversity in viewpoints, I have attempted in this report to present as balanced a set of recommendations as possible, recognizing that my own perspective will not be shared by all the people and organizations interviewed.

3. Languages and Degrees of Bilingualism

Members of the Dene Nation speak four distinct languages: Loucheux (Kutchin), Slavey, Dogrib and Chipewyan. The four languages are members of the Athapaskan language family. There are as well various dialects of the languages, varying from one community to another, and from region to region. Further, within a single community it is often possible to find speech differences between the young and old. It is important to realize, however, that these types of differences and dialect groupings are not unique to Dene or Native Canadian languages, but are characteristic of languages generally. The map on page 7 shows the various Dene language and communities of the Northwest Territories.

The extent of English language use and understanding varies widely from community to community. For example, there are communities such as Fort Franklin in which nearly everyone from the youngest to the oldest prefers to use the native language (Slavey) in everyday communication, and in which the use of English is quite limited. On the other hand, a community such as Fort McPherson presents a nearly opposite picture: English usage is widespread, and Loucheux is in many cases limited in use to communications between middle-aged and older members of the town. We do not have a full and accurate language assessment for each community, as neither the GNWT or the native political organizations have compiled this information. This lack of information will be discussed further below in section 5, Conclusions and Long-Range Considerations.

For the purpose of this study it is useful to identify the degree of Dene Language fluency among children entering the school system, usually ages 5 to 7. This is clearly only one of several criteria that might be used to judge native language competence, but it does yield a rough first-language vs. second-language classification. Put simply, if the children in the community speak a native language when they enter school, it can be assumed that the level of native language usage will be quite high throughout the community, that the level of English usage will be quite low, and that the need for interpreter and other language assistance services will be imperative.

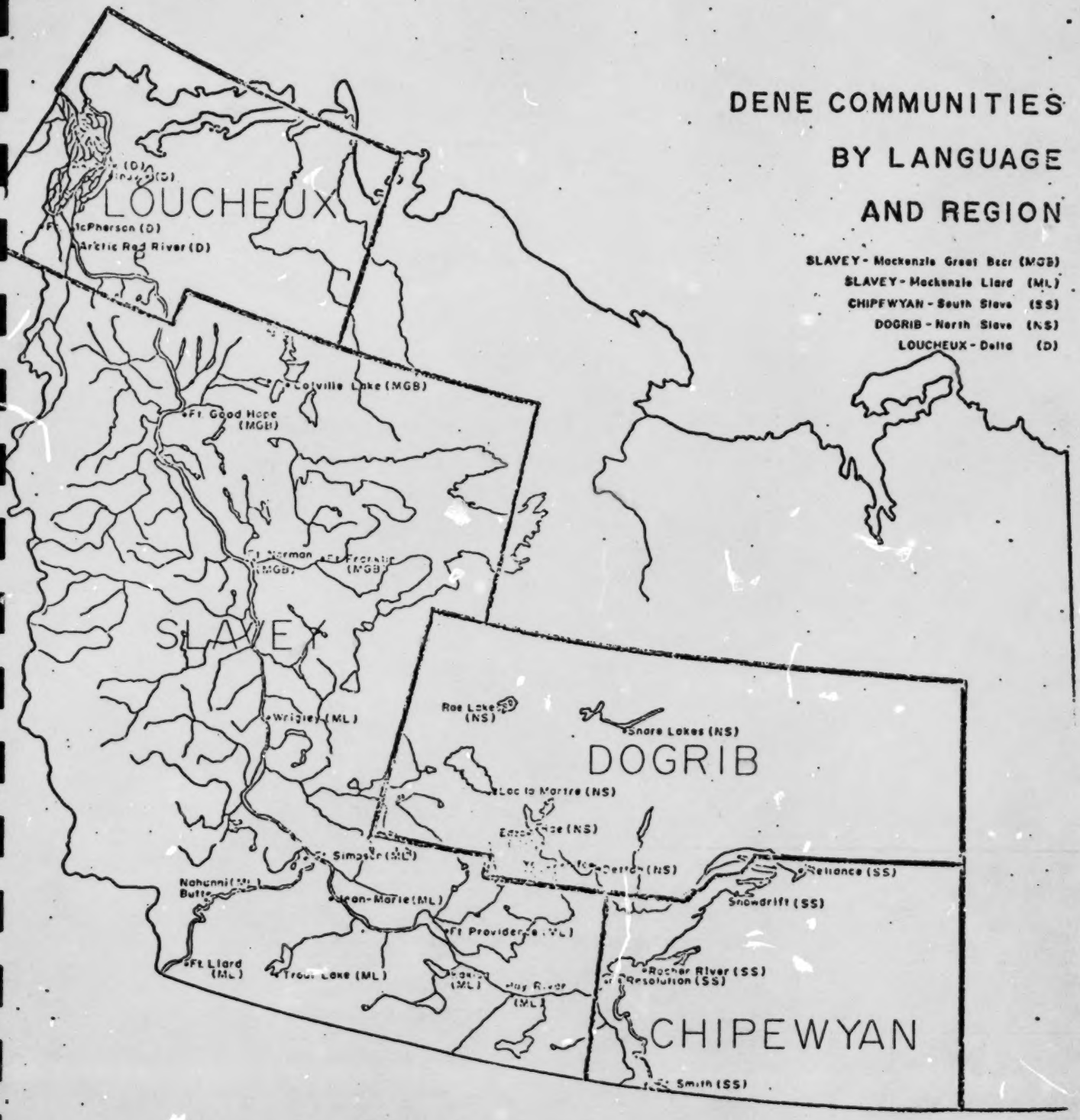
Based on the information at my disposal, the following communities are ones in which at least some of the children entering school do speak a native language as their first language:

1. Colville Lake (Slavey: Hare)
2. Fort Good Hope (Slavey: Hare)
3. Fort Norman (Slavey)
4. Fort Franklin (Slavey)
5. Fort Wrigley (Slavey)
6. Jean Marie (Slavey)
7. Trout Lake (Slavey)
8. Nahanni Butte (Slavey)
9. Fort Liard (Slavey)
10. Kakisa (Slavey)
11. Rae Lakes (Dogrib)
12. Snare Lakes (Dogrib)
13. Lac La Martre (Dogrib)
14. Edzo (Dogrib)
15. Fort Rae (Dogrib)
16. Dettah (Dogrib)
17. Reliance (Chipewyan)
18. Snowdrift (Chipewyan)

The eleven remaining communities (including what also might be termed "urban centres") exhibit a variety of bilingual native/English situations, characterized primarily by the fact that children do not enter school speaking a native language. They are:

1. Aklavik (Loucheux/Inuvialuit)
2. Inuvik (Loucheux/Slavey(Hare)/Inuvialuit
3. Arctic Red River (Loucheux)
4. Fort McPherson (Loucheux)
5. Norman Wells (Slavey)
6. Fort Simpson (Slavey)
7. Fort Providence (Slavey)
8. Hay River (Slavey)
9. Yellowknife (Dogrib/Slavey/Chipewyan
10. Fort Resolution (Chipewyan)
11. Fort Smith(Chipewyan)

The above classification is based solely on the language competence of children, and not on that of young adults, middle-aged, and older people. In fact, in all the above communities the majority of native adults are fluent in their own language. An over-all assessment of Dene language use and strength in the Northwest Territories, would reveal that the degree of native language maintenance is in general quite high in this particular region of Canada. By way of contrast, we should note that in neighboring Yukon Territory, no children enter school speaking a native language, and in certain Yukon communities native language use is restricted to the older population. It may come as a surprise to some to learn that the community of Rae-Edzo contains the largest concentration of Athapaskan language speakers (Dogrib) outside the Navajo reservations in the American Southwest. It is by looking elsewhere that we can realize what a unique situation we have in the Northwest Territories.



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4. Specific Findings and Recommendations

(a) Government as a COMMUNICATOR

(a-1) Public Liaison

"At the community level, what is the point of contact for people requiring information on government services?"

A complete answer to this question would probably require individual discursion for each community. Excepting the "urban centres" of Fort Smith, Yellowknife, Inuvik and Hay River, each of the communities has a Band Council in addition to a Settlement/Hamlet/Town Council charged with the responsibility of dealing with government services at the local level. As well as these two "major" community structures, there are often a number of community committees and associations which deal with various concerns of the local people, and whose work critically involves liaison with the various departments of government. By way of illustration, we can examine a list of such committees and associations within the Settlement of Fort McPherson.

1. Hunters and Trappers Association
2. Housing Association
3. Local Education Authority
4. Economic Development Committee
5. Health Committee
6. Social Services Appeals Committee
7. Community Club
8. Juvenile Committee
9. Co-op Board of Directors
10. Tent and Canvas Advisory Board
11. Peel River Alcohol Centre Board of Directors
12. Metis Local
13. Native Women's Organization
14. Radio Society
15. Women's Institute

While some communities may have fewer, and others more such committees and groups, one begins to realize that the "point of contact for people requiring information" is never a single group, committee, or structure.

(a-2) Public Information

"Are GNWT practices regarding release of information to the public effective in reaching non-English-speaking Dene?"

Responses to this question were "no" in an overwhelming majority of cases. At the community level, the people felt they were not getting the information required in specific cases. Even though pamphlets, brochures, information letters, etc., might reach a community, the fact that they are always written in English is often interpreted as meaning that the government is not serious about communicating with non-English-speakers. On the other hand, government workers agree that information is not being effectively transmitted to the Dene in the communities, but argue that they lack the resources to effectively interpret, translate, and disseminate information to the Dene at the community level. Time and again one hears the need expressed for effective translation services, yet it remains the case that only the CBC Radio Stations provide consistent and generally reliable information to the Dene communities regularly.

It was also pointed out that bilingual Dene within the civil service are often assumed to be able to translate information to the communities in the Dene Languages. Importantly, it seems on occasion to be assumed that these government workers will carry out their normal job requirements as well as provide translation services. What is overlooked in this assumption is the degree of skill, training, and expertise required to undertake interpreting and translating duties. Lacking this, bilingual Dene as a rule are unable to serve as effective interpreters.

(a-3) Interorganizational Communication

"What are the existing requirements and resources for interpretation/translation services betwen GNWT at all levels and Dene organizations (Band Councils, HTA's, Dene Nation)?"

As noted above, there are a considerable number of groups and organizations within the N.W.T. (at both the community and regional levels) which maintain liaison with various departments and which require constant exchanges of information between themselves and government. However, the resources for interpretation/translation services for these groups are almost non-existent within the Government of the Northwest Territories.

The Department of Information provides basic communications in printed/visual/film media to the entire Northwest Territories, yet lacks the resources necessary to provide adequate translation services in the various Dene languages. This department is also responsible for the Interpreter Corps. However, the Corps is comprised solely of Inuit who undertake limited translation services in the Inuktitut language. Although the Interpreter Corps was initially instituted to provide services in both Dene and Inuit languages, this has not evolved. The Inuit services have been provided in response to insistence from the Legislative Assembly that all information be translated into Inuktitut.

When the need for Dene language translation arises, at nearly all levels of government, the present GNWT practice is to hire a local resident to interpret and translate, or to call on a bilingual Dene within the civil service to do the job. Examples include court cases, health related cases, social welfare

situations, and occasional meetings between community representatives and officials of the GNWT. This is clearly an ad-hoc approach to a situation which has to be addressed more fully and generally.

4.(a) Recommendations

(R1) That it become the official policy of the GNWT that GNWT departments at every level employ the services of an interpreter/translator when transmitting information to the Dene communities. This includes both oral and written communications.

(R2) That Dene Language Training Centres be set up in each of the Dene Language Regions for training in interpretation/translation in the Dene Languages, as follows:

Delta Region (Loucheux)
Mackenzie Great Bear (Hare/Slavey)
North Slave (Dogrib)
South Slave (Chipewyan)
Mackenzie Liard (Slavey)

See the map on page 7 .

(R3) That the Department of Information submit to the Executive Committee a proposal for the establishment of Dene Language Training Centres within three months, or by May 1st, 1981.

(R4) That the Interpreters, once trained, be stationed at all levels - community, regional, and territorial - so that their effectiveness can be maximized.

(R5) That a policy be established specifying the duties of an Interpreter/Translator, and guidelines be drawn up outlining their use by the various GNWT departments.

4. (b) Government as an EMPLOYER

(b-1) Hiring Practices

"What opportunities for GNWT employment are available to non-English speaking or only partially bilingual Dene?"

Virtually no jobs within the GNWT are available to non-English speaking or only partially bilingual Dene. The few exceptions include those hired for custodial duties, casual labour, or various Cultural Inclusion Programs.

(b-2) Staff Training and Development

"What opportunities exist for community-based language training for GNWT employees, to develop:

i) Dene language skills appropriate to the position and community served, including skill development and interpreter training.

ii) English language skills necessary to permit mobility within government."

The only government employees who have received any type of training in the Dene languages are those who were part of the beginning of the Interpreter Corps. Dene workers within the non-defunct Linguistic Programs Division of the Department of Education have had some training, as have Dene students who have gone through the Teacher Education Program in Fort Smith. Also, from time to time various language workshops have been sponsored by the Department of Education and promoted by the Athapaskan Language Steering Committee.

Part (ii) of the question abcve clearly reveals that knowledge of English is deemed essential to advancement within the Territorial Civil Service. In fact, some have argued to this researcher that the GNWT is set up basically to serve only an English-speaking population and by being so, removes any potential incentive for knowing, retaining, or using any of the Dene Languages. Though this view may not be shared by all, it does remain the case that a disproportionate share of government funds are expended in the teaching and upgrading of English skills among all sectors of the population.

4.(b) Recommendations

(R-1) That the GNWT Employment and Recruiting Sector begin assessing all positions within the civil service to identify those positions that have the potential of eventually being filled by non-English-speaking, or partially bilingual Dene.

(R-2) That Dene and non-Dene within the civil service be given the opportunity to take training within the Dene Languages Training Centres once established.

4. (c) Government as a PROVIDER of Services

A. Department of Education

The Department of Education will be the major focus of this section of the report because the activities of this Department have the most serious consequences, positive and negative, for the future of Dene Languages. Moreover, the attitudes, directions, past performance, and overall approach of this Department were discussed in nearly every interview conducted for this report. Whether or not one holds that "a bureaucracy can or cannot save a language", the point remains that this one particular department of government has the most direct and long-lasting effect on the Dene languages and their chances of survival. Moreover, in the perceptions of the public at large, this Department is often viewed as being responsible in some very special ways for carrying out work in a variety of modes to assist communities, Bands, and individuals in retaining, promoting, and preserving the Dene Languages. Rather than attempt to discuss language in relation to overall "philosophy of education", I will instead restrict attention to the following five language-related areas involving the GNWT Department of Education:

A1 Linguistic Programs
A2 Teacher Education Programs
A3 Cultural Inclusion and Local Advisory Boards
A4 Continuing Education
A5 Administrative Support for Language Efforts

A-1 Linquistic Programs Division

- This Division no longer exists as a separate unit within the Department of Education. It is now merged with Programs and Evaluation under the direction of the Assistant Deputy Minister.

- Chief of the Division was transferred to another region, some other staff have left, Program is basically decimated.

- Basic mandate of the Division still regarded as sound by insiders and outsiders alike (development of language materials, training teachers, monitoring of programs in the communities and doing research.

A-1 Recommendations

- That a Dene Linguistic Program Division be set up as a separate entity with its own budget and mandate for work within the communities.

- This Division must be given the resources required to conduct work in the following areas:

  a) Research (dictionary work, child language acquisition, and Dene bilingualism, etc.)

  b) Curriculum Development (curriculum, materials, training related to both first, and second, language programs in the Western Arctic).

  c) Program Monitoring

  d) Other areas, as requested by communities and Band Councils

- That this Division co-ordinate its work with the Department of Information (Dene Language Training Centres) and Teacher Education Program to maximize the effectiveness of a comprehensive Dene Language effort.

- Once set up, the Dene Language Training Centres might be merged with the Linguistic Programs Division.

A-2 - Teacher Education Program

- T.E.P. was set up to train Northern Native teachers, able to do standard classroom work as well as teach their own language (as a first or second language).

- The Program celebrated its 10th anniversary last year. Of a total of 92 graduates over the years, 41 are presently teaching in the N.W.T. schools.

- The Program has the unique potential to provide high-quality Dene educators sensitive to the role of native languages in N.W.T. schools.

- The Program has yet to establish a comprehensive Dene Language Component within the regular 2-year certification course. Recent six-week "native language course" in Fort Smith was poorly planned - no communication and input from local level, resource people often unsure of responsibilities, and student confusion over aims and goals.

- T.E.P. staff keenly interested in developing a Dene Languages Component, but lack the resources to do so.

A-2 - Recommendations

- That the Department of Education prepare an outline for a Dene Languages Component of the Teacher Education Program. This outline should be submitted to local Band Councils and to the Athapaskan Steering Committee for input before adoption.

- That the Department of Education be prepared to consider changing the time-frame of the T.E.P. course from two years to three so that adequate Language Training can be carried out.

A-3 - Cultural Inclusion and Local Advisory Boards

- Cultural Inclusion Funds are allocated to the L.E.A. annually on a per-capita basis. A community the size of Fort McPherson receives approximately $5,000 for the year.

- The L.E.A. decides how the funds will be used in the school.

- In some cases these funds have been used to support Dene Language Programs.

- Funding level is not adequate to support a Language Program for the full school year.

- The Cultural Inclusion "approach" has led to confusion and mixed feelings at the community level in some cases - that is, some may feel that "culture" means making snowshoes or sleds, others feel it means teaching language.

- L.E.A.'s in the larger centres are usually composed on non-Dene majorities who make decisions on whether or not a Dene language will be taught.

- It is possible in these centres for the majority of students to be native, while the L.E.A. consists of majority non-native members.

A-3 - Recommendations

- That Cultural Inclusion funds be used for purposes other than teaching Dene languages.

- That Dene Language Programs be funded directly by the Department of Education, which must also provide for the training of the language teacher.

- That the Department of Education develop a strategy for the training and certification of Dene Language Teachers who are not otherwise enrolled as students in T.E.P.

- That the L.E.A. in each of the communities be able to make the decision as to whether their children are to have a Dene Language Program on reaching high school in one of the larger centres.

A4 Continuing Education

- Adult Education, or "upgrading", is conducted in many Dene communities. Instruction takes place only in the English language.

- Great emphasis is placed on the acquisition of English reading, writing, and speaking skills.

- No effort is made to include training in the native language.

A4 Recommendations

- That the Dene Linguistic Programs Division, once established, take on the responsibility of developing basic literacy materials for adults in each of the Dene Languages.

A5 Administrative Support for Language Efforts

- Dene Language Programs are "officially" recognized within the Department of Education, but in reality are often regarded by administrators as marginal parts of the total school curriculum.

- It has been shown elsewhere that the attitudes and approaches of principals and certificated teachers towards such programs have a definite effect on their success or failure. A principal can literally "make or break" a local language program.

- In past, Regional Superintendents could ignore the work of and resources available from the Linguistic Programs Division.

A5 Recommendations

- That all staff within the Department of Education -- teachers, principals, superintendents -- come to recognize that Dene Language Programs are a valid, important component of the N.W.T. education system. All staff must be encouraged to give their full, active support to the Language Programs.

- New staff hired to teach in NWT schools should be made fully aware at the time of their recruitment that Dene Language Programs are an integral part of the NWT curriculum. New staff in particular should be encouraged to learn the language of the communities they work in, as this will increase their own effectiveness as teachers.

4(c) B. Department of Health and Social Services

- Health Service in the NWT are presently delivered by two agencies, the GNWT and the Department of Health and Welfare Canada (Federal Government).
- The hospitals in Yellowknife, Hay River, and Fort Smith are the only ones under the jurisdiction of the GNWT. All other hospitals and nursing stations are under the jurisdiction of the Federal Government.
- There are nursing stations in most of the Dene communities.
- The Dene are concerned about the lack of information on services which may or not be provided, i.e., dental work, glasses, and drugs.
- Translation service within the communities is done on an ad-hoc basis. A local casual may be hired for this purpose, or bilingual Dene civil servants may be called upon in specific cases.
- The vast amount of printed information on health-related matter in English is simply not available in the Dene languages. The whole area of preventive health care may not be dealt with adequately because of the language barrier.

4(c) B. Recommendations

R1 That it becomes the policy of the GNWT that all health-serving agencies have interpreter/translating services available in the various Dene Languages.

R2 That the GNWT and Health and Welfare Canada outline their services and responsibilities in providing health services to the Dene, and this be transmitted to the Dene communities both orally and in written form in the various Dene languages.

4(c) C. Social Services

- The Department of Social Services is responsible for providing services in the following areas:
  - Social welfare cases
  - Adoptions/Foster parenthood cases
  - Juvenile delinquent cases
  - Drug and alcohol treatment and rehabilitation
  - Correction centres

- The Department has also been training social workers for the Dene communities. A large majority of these workers or trainees are Dene.

- The greatest concern voiced by Dene and government workers alike is the lack of information available to the Dene at the community level.

4(c) C. Recommendations

B1 That the services of interpreters/translators be made available in the Dene communities as well as the larger "urban centres" so that information can be quickly and accurately transmitted, as required.

B2 That in the case of a bilingual Dene Social Worker, that adequate training be given in translating and interpreting. This can evolve with the establishment of Dene Language Training Centres.

4(c) D. Legal Services

- The GNWT Department of Justice is responsible for the system of JP, Magistrate, and Supreme Courts.
- A majority of the court cases in the Mackenzie Valley involve the Dene.
- There are only ad-hoc interpreting services available within the Department of Justice. Non-English or partially bilingual Dene are involved as witnesses or principals in court cases.
- In some cases interpreters have been hired "on the spot" to serve in court.

4(c) D. Recommendations

R1 That the Department of Justice employ the services of interpreters/ translators of Dene languages on a systematic basis.

R2 Laws, ordinances, statutes should eventually be translated into each of the Dene languages. Part of this work could be undertaken in the various regional Dene Language Training Centres.

4(c) E. Local Government

- This Department is responsible for several interrelated areas, including assistance to the Settlement and Hamlet Councils, and the training of Secretary-Managers.
- Dene sometimes perceive Local Government structures to be conflict with Dene Band Councils.
- Work has begun on drawing up frameworks for the establishment of a new Incorporated Community Ordinance, and a new Hamlets Ordinance.
- These ordinances are being developed for the Dene, yet there is no interpretation or translation of these important documents into the various Dene Languages.

4(c) E. Recommendations

R1 That the GNWT Department of Local Government have all ordinances and policies translated into the various Dene Languages.

R2 That interpreters/translators be employed to explain the content of newly developed ordinances in the Dene languages. This can be done by way of community visits for joint meetings with Band and Hamlet/Settlement Councils.

5. Conclusions and Long-Range Considerations

A. A fundamental commitment must be made by the GNWT to assist the Dene in the recognition, development, and preservation of their languages.

B. This commitment must be made over the long run. This report has tried to point out that there are really no effective short-term solutions to the basic problems faced by non-English speaking Dene in the NWT.

In particular, the Executive Committee must be prepared to make substantial financial commitments spanning a 5 to 10 year period if there are to be permanent results in the development of the Dene languages. It will not do to budget from fiscal year to fiscal year. Experience elsewhere, especially in Alaska, has shown that programs quickly begin to fail once budgetary cutbacks begin to occur in years of financial restraint, or when languages assume a "non-priority status". For the NWT it is far preferable to guarantee a specific level of funding over several years, rather than to "start big" and "finish small".

C. The commitment by the GNWT must be specific. Goals may be set in a number of areas, but these must be clearly spelled out and understood by all before they are pursued. This Report has made several basic recommendations and urges their adoption by the Executive Committee. The most important of these are:

(1) That Dene Interpreters be employed at all levels of the various GNWT Departments. To this end, Dene Language Training Centres must be established in the Mackenzie Valley region to carry out the necessary research and staff training.

(2) That an adequately staffed and funded Dene Linguistic Programs Division be set up to carry out the following functions:

a) Development and testing of language curriculum;

b) linguistic research (dictionaries, grammars, studies of bilingualism and child language acquisition);

c) monitoring of language programs in the schools;

d) liaison with the Teacher Education Program for the native language component of the students' training;

e) liaison with Dene Language Training Centres with respect to all aspects of regional work.

Conclusions

This particular recommendation urges the establishment of a separate division similar in function to the former Linguistic Programs Division, with the important exception that it would deal solely with Dene languages and be funded on a larger and more permanent basis.

The exact bureaucratic "placing" of this Division should be left open to discussion, but it is important to note that its effectiveness will depend on large part on its independence. Staff for the Division must consist of both professionally trained teachers and researchers as well as Dene speakers and language trainees.

(3) The native language component of the Teacher Education Program must be expanded and upgraded, even if this results in a lengthening of the time-frame required for basic certification.

D. The GNWT must make a commitment to consult fully with and involve the Dene in all aspects of language development which is undertaken by or funded by the GNWT. In particular the Dene Nation and individual Band Councils must be consulted in the recruitment and training of translators, native language trainees, and native language teachers.

E. Non-Dene will benefit from the development of Dene languages. For example, the preparation of teaching materials in the various Dene languages, and the training of Dene language teachers, will provide opportunities that presently do not exist for outsiders to learn the languages. Several years ago the Eskimo Language School at Rankin Inlet served as a centre for the learning of Inuktitut by government workers and others. Within a few years it is reasonable to expect that similar training can be conducted in one or more of the Dene languages of the Western Arctic.

F. By way of conclusion, I wish to emphasize once again the unique opportunities afforded by the Dene Language situation in the Northwest Territories. Some of the languages are flourishing and present unparalleled opportunities for growth and development. However, GNWT must realize that it is an active agent of social change and has no neutral role to play in the future of the Dene languages. On the one hand, it can help to provide the support and resources for the Dene to develop their languages for the benefit of their children and all the residents of the NWT, or it can "passively" allow the present situation to continue with the eventual absorption of most Dene into an English-speaking society.

The North now faces a number of major issues and decisions, such as the political evolution of the NWT, the settlement of Dene and Inuit land claims, and energy - and resource-related development projects. It is my opinion that the development of Dene languages should also be added to this list of major issues -- for the simple reason that involves the development of the human potential of our native people.

6. Supporting Documentation

A. GNWT Departments Interviewed:

-Department of Education
-Department of Local Government
-Department of Health and Social Services
-Department of Information
-Department of Personnel
-Regional Operations Secretariat

B. Groups and Organizations Interviewed:

-Athapaskan Language Steering Committee
-Native Women's Association
-Loucheux Language Program - Ft. McPherson
-Dene Nation
-Teacher Education Program, Frobisher Bay
-Inuit Teacher Education, Kativik School Board, Montreal
-Department of Northern Studies, McGill University
-Inukshuk Project, I.T.C.
-Yukon Native Languages Project, Council for Yukon Indians and Department of Education, Whitehorse, Yukon
-Teacher Education Program, Fort Smith
-A.V.T.C., Fort Smith
-Baffin Correctional Centre
-Yukon Teacher Education Program (U.B.C.)

C. Individuals Interviewed:

-Mick Mallon, T.E.P., Frobisher Bay
-Peta-Ann, Principal, T.E.P., Frobisher Bay
-Lena Evic, Instructor, T.E.P., Frobisher Bay
-Rosemary Meeyok, Instructor, T.E.P., Frobisher Bay
-Students, T.E.P., Frobisher Bay
-Jim Britton, Regional Director, Frobisher Bay
-Principal, Elementary School, Frobisher
-Debbie Delancey, Co-ordinator, Inukshuk Project, Frobisher Bay

C. Individuals Interviewed (continued)

-Doris Winkler, Co-ordinator, Kativik Inuit Teacher Training Program
-Dr. Jack Cram, McGill University
-Ken Howard, (Past Government Employee), Ottawa
-N.W.T. T.E.P. graduates at University of Saskatchewan
-Fred Carnew, Assistant Deputy Minister, Dept. of Education
-Art Sorenson, Department of Information
-R. Crossley, Deputy Minister, Dept. of Health & Social Services
-Blair Dunbar, Social Services
-Larry Elkin, Deputy Minister, Dept. of Local Government
-Bertha Allan/Margaret Cook, Native Women's Association
-Rufus Graves, Superintendent, A.V.T.C., Fort Smith
-Russell Look, Native Employment, Dept. of Personnel
-John Ritter, Director, Yukon Native Languages Project
-Julie Cruikshank, Folklorist, Yukon Native Languages Project
-Aron Senkpiel, Instructor of English, Yukon Teacher Education Program
-Students, Yukon Teacher Education Program
-W.O. Ferguson, Superintendent of Curriculum and Programs, Dept. of Education, Whitehorse, Yukon
-Jeanette McCrie, Primary Supervisor, Dept. of Education, Whitehorse, Yukon
-Terry Weninger, Superintendent of Education, Department of Education, Whitehorse, Yukon
-Al Zariwyny, Regional Director, Inuvik Region, G.N.W.T.
-Susie Husky, Interpreter, Inuvik
-Ed Duggan, Superintendent, Dept. of Education, Inuvik
-Marg McCleod, Social Services, Inuvik
-George Cleary, Teacher, Fort Franklin
-Judy Tutcho, Teacher, Fort Franklin
-Mary Effie Snowshoe, Loucheux Teacher, Fort McPherson
-George Blondin, Band Councillor, Fort Franklin

D. Travel Itinerary:

Dene Language Consultant Hired on October 20, 1980

-October 21, 1980	Travel to Frobisher Bay
-October 29, 1980	Travel to Montreal
-October 30, 1980	Travel to Ottawa
-October 31, 1980	Travel to Saskatoon
-November 2, 1980	Travel to Edmonton
-November 3, 1980	Travel to Yellowknife
-Mid-November, 1980	Travel to Fort Smith/Return to Yellowknife
-November 29, 1980	Travel to Whitehorse
-November 25, 1980	Travel to Inuvik
-November 27, 1980	Travel to Ft. McPherson
-December 4, 1980	Travel to Yellowknife
-December 11, 1980	Travel to Ft. Franklin
-December 12, 1980	Travel to Yellowknife
-December 14, 1980	Travel to Ft. McPherson
-January 12, 1981	Travel to Yellowknife
-January 12, 1981	Travel to Fort Smith
-January 30, 1981	Travel to Yellowknife

A Report on the Loucheux Language Programme

Chief Julius School

Ft. McPherson, N.W.T.

With Recommendations

Submitted to:

Linguistics Programmes Division

Department of Education

G.N.W.T.

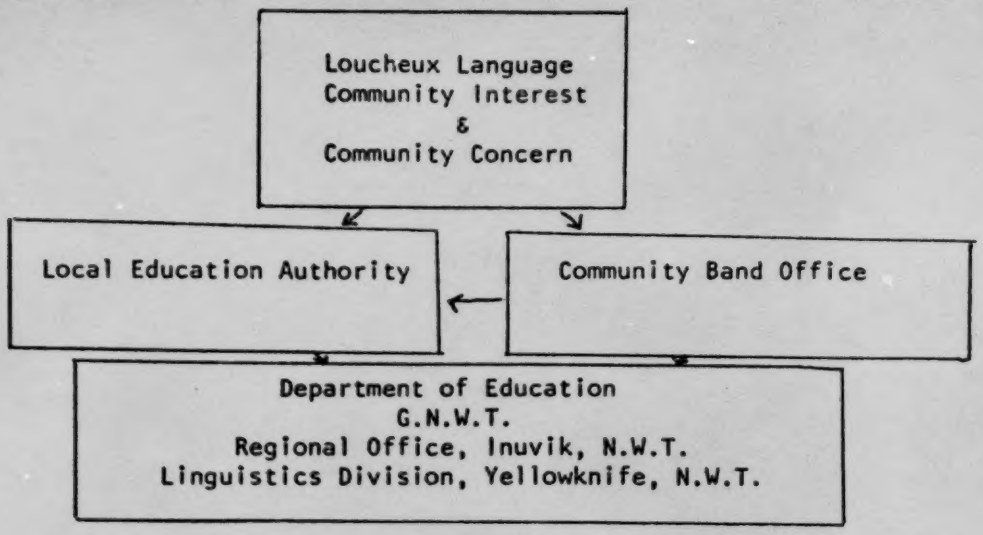
By

Sarah R. Stewart

Loucheux Programme Co-ordinator
(Contract Basis)

Fort McPherson, N.W.T.

August, 1980



LOUCHEUX LANGUAGE PROGRAM, Chief Julius School, Fort McPherson

Background to Program:

The Loucheux Language Program was started in 1971 in response to local parents' request.

Local persons from the Fort McPherson Community were hired by the local Education Authority and paid with their Cultural Inclusion funds. These community instructors were usually older persons who are fluent speakers of the Loucheux Language. They were hired to teach and plan their own program. These instructors often had little or no classroom experience and usually worked alone (i.e. No classroom assistance). These instructors would start teaching only when they could be hired (i.e. February, January, etc. due to the funding or the organization).

For the past few years Mrs. Mary Effie Snowshoe has been the Loucheux Language instructor. (1977-78, 1978-79, 1979-80)
I had an interview with Mary Effie Snowshoe as to how she taught and what her feelings were when she was to teach the Loucheux Language. (see appendix)

The Loucheux Language Program for the 1979-80 year did not begin until January 1980. The way in which this started was slightly different but very effective. The community's Band Office took great interest in renewing and up-grading this programme to become continous with a full-time instructor year round. With this great support, Fort McPherson's Chief Julius School has once again a Loucheux Program and Mary Effie, the instructor, has a certificate that has to be renewed each year.

During the time of their support. The Band Office concerns of starting the Loucheux Language Programme, they had also sent two Band mambers over to the Whitehorse, Yukon Native Language Project, in December 1979 to consult of languages (Athapaskan) and arrange a workshop.

LOUCHEUX LANGUAGE PROGRAMME 1979-80

This section describes in some detail the organization and operation of the 1979-80 Loucheux Programme.

Mrs. Mary Effie Snowshoe began teaching in January 1980. Since February, she has been assisted on part-time basis by Mrs. Sarah Ros-Stewart→ in such areas, as Classroom management, Oral instruction, Use of Audio Visual equipment, Lesson planning, and Preparation of Language Learning Materials. Mrs. Stewart has been providing this assistance on contract basis from the Lingistics Division, G.N.W.T., Yellowknife, N.W.T.

It is taught by Mrs. Mary E. Snowshoe, who is teaching Loucheux as second language. Mrs. Snowshoe and Mrs. Stewart have developed a simple guide for teaching Loucheux as a second language for the 1980-81 year.

What the Loucheux Programme Does:

The main aims of the Loucheux Programme are as follows:

1. To enable students to understand and speak the Loucheux Language.
2. To develop their skills primarily in listening and speaking and secondarily in reading and writing.
3. To encourage to use of Loucheux by young people within the community (i.e. outside classes)
4. To acquaint students with aspects of their culture through language.

School Scheduling:

Mrs. Snowshoe spends 40 minutes with each class. She sees the beginners through to grade 6, four times a week. She sees the grade seven through to grade nine, three times a week (see chart below). This schedule reflects class scheduling current in the school when Mrs. Snowshoe began teaching in January 1980. In a sense, she filled in time slots available in the class schedules.

Loucheux Classes:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:10-9:50	Gr. 6	Prep.	Gr. 6	Prep.	Gr. 6	Gr. 8
9:50-10:30	Gr. 4&5	Gr. 3	Prep.	Gr. 4&5	Gr. 4&5	Gr. 4&5
10:30		R E C E S S				
10:45-11:25	Gr. 3	Begin.	Gr. 9	Gr. 2	Begin.	Prep.
11:25-12	Begin.	Gr. 2	Begin.	Gr. 5&6	Gr. 2	Gr. 3
12:00		L U N C H				
1:10-1:50	Gr. 1	Prep.	Gr. 7	Gr. 9	Gr. 1	Gr. 7
1:50-2:30	Gr. 2	Gr. 8	Gr. 7	Prep.	Gr. 8	Gr. 1
2:30		R E C E S S				
2:45-3:05	Prep.	Prep.	Gr. 5&6	Gr. 3	Gr. 5&6	Gr. 5&6
3:05-3:45	Gr. 9	Gr. 7	Prep.	Prep.	Prep.	Prep.

Curriculum:

The Loucheux Language Programme has adapted its present curriculum that is being developed by the Yukon Native Language Project, Whitehorse, Yukon. This curriculum is based on cultural calendar of seasonal activities of the community and on sequenced sets of sentence structure. Following is a detailed outline of the Loucheux curriculum.

Loucheux Language Programme

Seasonal Units

September
-Fishing (trout, whitefish, Crook-back)
-Berry Picking (cranberry)
-Looking for Canboui (Rat River)
-People preparing to go out on the Land
-Setting hooks for loche fish
-Community workers
-Fish, Trees, Plants & Berries

October
-Hauling boats before freeze-up
-Preparing sleds, harness, etc.
-Removing & Storing fishnets
-Freeze-up
-Getting ready to ice-fish
-Hunting carboui (cow)
-Jiggle for Loche fish
-Snow

November
-Week one: Ice Fishing
-Trapping (10-15 setting)
-Organizations (meetings, new elections, etc.)
-Preparing for Christmas (new clothing)
-Beginning of cold weather
-Setting snares (rabbit)

December
-Winter
-Trapping
-Christmas
-Short days (3-4 hrs. day light)
-Cooking, Eating & Household objects

January
- Cold Month
-Collecting traps
-Working with canboui
-Olden days (living, stories)

February
-Colder Month
-Preparing carboui
-Trapping (i.e. Lynx)
-Last month of trapping (i.e. mink)

March
-cold mornings, warm afternoons
-Beaver and Muskrat Trapping
-People: Relatives
-Bodyparts
-Color and Numbers

April
-Community: Easter Carnival
-Out Trapping and Hunting
-Snow melts & freezes at night
-Muskrat (camps) (selling of muskrat & Beaver skins)
-Birds

May
-Warm weather
-Ice break-up
-Spring
-Animal babies
-Tanning Hides

June
-Muskrat shooting
-Plants
-24 hour daylight
-Spring events (rhubarb picking, etc.)
-Bugs & Insects
-Land & Water
-Place Names

Example of Unit & Lesson

Each Month:

1. The native language teacher selects what she will teach her students from the month's material by knowing what they may hear around then and at home.

2. Lower grades Biginners-grade 5 could learn only the simplest sentence patterns and probable by able to handle about one-half of the month's materials.

3. The higher grades, from grade six through to grade nine will probably learn the months material plus literacy can be included (reading and writing the language).

Unit-Food - Shih (Taught about one week)

Materials: -Real food
-Action pictures with food illustrated
-Bingo Cards (Using illustrated food pictures)

Aim: To have the children learn Food words in loucheux: to be able to speak sentences using the loucheux words and understand what they are saying.

Introduction: Have as many real food objects displayed on a table. Have a discussion using loucheux words when describing a particular food object.

New Words:

Nilii - Meat	lidii - tea
lukvir - boiled fish	jak - berries
ootsik - dried fish	luk - fish
Luhch'uh - bannock	chuu - water
laasal - salt	khaii - lard
soogaii - sugar	nankat gwanahsii - potatoes

Sentence structure: (questions and answers).

One	Two
This is meat.	I am eating _____.
Jii nillii diinch'uu.	What am I eating?
What is this?	You are eating _____.
Jii jidii?	What is he eating?
That is meat.	Is he eating _____?
Aii nilii diinch'uu.	Yes/No, he is eating ____.

-The sentences should be taught orally using real objects.
-Teach individually then with the group.
-Cover a few sentences at each lesson.

Activity: Use bingo cards with the food illustrated instead of numbers & game. Do the bingo game only a few times during the week.

Review: You can do a game or drill (i.e. circle game using pictures).

*Special thanks to Collyne Bunn, Language Arts Specialists, Co-ordinator for the Yukon Native Language Project, Whitehorse, Yukon. Who gave us the ideas and games at the beginning of our Loucheux Language Programme.

Lessons: (step-by-step coverage)

1. Children settled.
2. Calendar: The teacher would go over the months' loucheux name, day and date. (have a medium size bristol board calendar with the name of the loucheux month illustrated). The teacher would do this orally, every day. She would also ask the children about the weather for that day. The children would then mark with simple illustrated cards on that day the kind of weather they had (i.e. sunny, windy, blowing, snowing, etc.)
3. Review: The teacher would review what the children had covered the day before. Usually with flash cards in a circle drill.
4. Conversation: This is done daily. The teacher would start individually then with the group. This is again oral. She has two types of conversation: 1. Classroom Commands: Go to your desk, sit down, be quiet, do you need help? 2. Weather Expressions: Is it cold out? Is it raining? The other common conversation would take place informally.
5. Direct Teaching: Here the teacher would use her seasonal units which has new words and sentence structure. This teaching is always introduced using real objects as much as possible and oral discussions. The sentences would be done orally, using only a few sentences each lesson. The approach is question and answer (see page 5).
6. Activity: Cut and paste dittos, bookwork.
   The teacher would use any one of the above to see how much the child has learned. Cut and paste: Students are usually told to cut out pictures of the words that they learned. The teacher would call a louchuex word, the children can find this in a magazine or it may be on a stencil. The children would then glue in their books or on a class chart. (i.e. Food pictures: meat, bread, etc.) Teacher would say in loucheux "I want you to find pictures of meat, fish, potatoes, bread. When the students found all four pictures, the teacher would ask in loucheux "What is that?" The student must answer in a sentence (loucheux) "That is _____. After a couple of times in question and answer discussion, the children may glue these. (Older students usually illustrate their learned words or make up a chart recording under such headings as "food of long ago" or "bush foods").
7. Review: The teacher would review the day's work (part of) usually with a game where the students are doing the talking (see example next page).

*The lessons are usually kept simple, flexible, fun, creative, free and non-threatening. The games and activities are usually our own developed teaching materials, which emphasis on the need for speaking-questions and answers.

THE GUIDE:

This curriculum gives the instructor a general outline to follow:

1. Classes are dept oral some writing with older grades.
2. The vocabulary being taught in each lesson should be confined to a few words. Repetition, answer and question drills should be used extensively.
3. Monthly units are taught about one to two weeks.
4. Each unit should contain selected vocabulary and sentence pattern.

OTHER WORK:

There has been quite a number of different organizations and parties interested in what the Loucheux Program was either all about or how it was doing. Here are a few of the things we had been doing beside the programme being taught in the school.

-The band office and the Yukon Native Language Project held a loucheux workshop during the month of February 1980. Participants from Inuvik, Aklavik and Arctic Red River attended.

-The C.B.C. of Inuvik radio station invited some tapes from the school. Here the children were able to speak in loucheux to their relatives in Old Crow, Yukon.

- An interview with our instructor, Mrs. Mary E. Snowshoe took place on C.B.C. around the third week in June. Mrs. Snowshoe talked on how the programme was going.

-A newsletter to Loucheux instructors in Inuvik, Aklavik, Arctic Red River and Old Crow, Yukon, to share and exchange ideas on Loucheux language teaching.

RECOMMENDATIONS:

1. A positive attitude by the school staff and principal will help the Loucheux Language Programme become a success. An acceptance that the programme is a valid and important component of the school actions as the staff can have a great effect on the attitudes of the children.

2. A classroom should be provided for teh Loucheux Instructor so that language instruction can be seen to be on the same "footing as other aspects of instruction (schooling).

3. Regular language workshops should be attended by the instructor either in the N.W.T. or Yukon. Second language workshops held in other places should be attended.

4. Substitutes should also be trained (either on the job) so they can easily teach when the loucheux instructor has to be absent. Joanne Vaneltsi has some interest in doing this.

5. Other assistance from the Department would help in the area of curriculum and the programme itself (i.e. Linguistics in the N.W.T. and Yukon). This would help the loucheux instructor in the 1980-81 year, start off to a confident beginning.

By Sarah Stewart

APPENDIX 1. Student Evaluation
2. Copy of Workshop Report
3. Interview with Mary E. Snowshoe
4. Copy of Alphabet Chart (Hopefully will be printed by fall)

"_____" over the water.

_____

. . . . . .

The players are in a circle with hands joined. One player "It" stands in the center of the circle while the players walk around in a circle chanting.

"_____" chuu kat diinch"un.
"_____" over the water.

"_____" ts'vii kat kiich'uu.
"_____" over the log.

"_____" dzhii zraii aahcchit.
"_____" caught the black bird.

Duuyeh! Shii shaachit.
But! You can't catch me.

As they say "shaachit"the players squat quickly. "It" tries to tag a player before he squats down. If he is successful, the child whom he tagged changes places with him and the game is repeated with a new "It".

*Notice the blanks in the chanting section of this game. The blanks or "It" can be a word from the unit you are teaching or a person, eg: May unit - beaver-tsee'.

Call Ball

The players stand in a circle with one child in the center. The child in the center tosses the ball above his head while calling out "What's your name? (done in loucheux) of a child in the circle. The child whose name was asked tries to catch the ball. This child then takes the place of the child in the center when that sample: Child in the center would call out, "Nuuri' daavaashii?"
"What's your name?"

The child who the ball is thrown to, to catch must answer,
"Shuuri' _____valshii!".
"My name is _____."

*Again you may use other simple questions, eg: What color is your hair?

Who has gone from the room

The players sit in their seats or in a circle. One child is "It". He closes his eyes while the teacher indicates which child shall leave the room. After this child has gone, the child who is "It" opens his eyes and guesses who has gone (in loucheux). He would guess by asking, "Was it _____that left the room?" The students must answer, "Yes _____left the room or no _____has not." If "It" fails to name the child, he closes his eyes and guesses who has returned, by asking, "Is it _____?" If "It" fails, he must be "It" again.

example: "It" asks,
"Was it _____that left the room."

Children answer

"Yes, _____left the room"
"No, _____left the room"

Berries Salad

Each row is given the name of a berry (in loucheux). Blueberry, cranberry, yellowberry, blackberry etc. Player in front of class is "It" and says, "Blueberry and cranberry change." "It" secures a seat during the change. If player who is "It" wishes all to change, he calls "Upset the fruit (berry)bowl."

LOUCHEUX LANGUAGE PROGRAMME

COPY OF WORKSHOP REPORT

Report

APPENDIX 2

By: Sarah R. Stewart

LOUCHEUX LANGUAGE TRAINING WORKSHOP

A Loucheux Language Training Session was held in Ft. McPherson, N.W.T., from February 5th to the 8th, 1980. Hosted by the Ft. McPherson Indian Band, the workshop brought together Loucheux teachers and other interested people from Inuvik, Aklavik, Arctic Red River, and Ft. McPherson. During four days of meetings, the participants learned practical ways of teaching Loucheux in the classroom, were introduced to background information on Loucheux communities outside the Delta, and discussed specific ways of promoting the use of the Loucheux language by young people outside the school. Resource people for the training session were staff members of the Yukon Native Languages Project from Whitehorse (Council for Yukon Indians). Financial support for the workshop was provided by the Linguistic Programmes Division of the Department of Education, G.N.W.T.

Fort NePherson Language Training Session

February 5th, 6th, 7th, 8th, 1980

Participants:		
	Mary Effie Snowshoe	Fort McPherson
	Gladys Alexie	
	Joanne Vaneltsi	
	Sarah Jerome	
	Mary Teya	
	Sarah Ann Stewart	
	Roddy Peters	
	Annie Cordon	Aklavik
	Ruth Carroll	
	Katherine Mitchell	Inuvik
	Susie Husky	
	Douglas Kendo	Arctic Red River
	John Ritter	Whitehorse (Y.N.I.P.)
	Gertie Tom	
	Collyne Bunn	

Other people from Fort McPherson were often present also.

Agenda Followed

Tuesday February 5

a.m.

1. Introductions

10:30 - 12:00

2. Loucheux Language Survey and Setting. Communities where spoken, Political boundaries, ages of speakers, comparison of language retention and loss, survey of school language efforts in all Loucheux areas.

3. Information on Yukon native languages, native language school programmes and instructors.

4. Curriculum outline for teaching an Athapaskan language in school:
   - correlation with a community's cultural calendar of events
   - teaching units
   - vocabulary and sentence patterns

p.m.

1:30 - 4:00

1. Curriculum examined by month, teaching units, and sentence patterns.

2. The group practiced adapting the curriculum for different grade levels.

3. Teaching methods
   - class organization
   - use of conversation (Loucheux)

- use of sentences, questions and answers in Loucheux

4. Language activities

- played by participants, who then made their own sets of materials
- activities stressed involved much speaking on the part of the children
- circle drills, repetition drills, use of pictures, real objects, hangman with pictures, Splash ("I see a __"), Bingo, Lotto, and relays ("Give me the __")

p.m.
7:30 - 10:00

1. Evening session at the Church. Loucheux Bible reading and study session. Loucheux hymns. Chaired by Rev. Tom Osmond.

Wednesday, February 6

a.m.
10:30 - 12:00

1. Presentation by Gertie Tom

Description of her training and work with the Yukon Native languages Project

- reading and writing Tutchone
- legends and stories
- dictionary work

Question and answer period followed.

2. Language activities

- Who it is? (Blindfold, "Who is it?" "It is__")
- Mr. Wolf ("What do you want?")
- Get there first ("Where is the__?")

- Songs ("Head and Shoulders," etc.)
- Flannelboard use (teaching units made)

3. Lesson planning
   - timetabling
   - parts of a lesson
   - importance of keeping lesson oral, using sentences, and changing activities often
   - three sample lessons

4. Input from participants
   - how they were doing in the schools in Ft. McPherson, Aklavik, and Arctic Red River

Wednesday, February 6

p.m.

1. Loucheux place-names and meanings. Importance of documenting these. Presentation by Neil Coloin, who discussed his work with maps.
2. Lesson planning -- a review.
3. Discussion of class and group control. Use of firmness and praise.
4. Picture sets assembled (to be used in classrooms).

5:30 Supper together at the school

7:30 - 8:30

1. Loucheux alphabets. Discussion of McDonald orthography and more recent standard one. Careful examination of letters, symbols, example words in new orthography. Brief discussion of sound-symbol correspondence.

2. Presentation by Sarah Ann Stewart: her Loucheux work with young adults in the N.W.T. teacher and para-professional training courses.

Thursday, February 7

a.m.

1. Loucheux language and communities. Participants drew and labeled map of "Loucheux territory", were introduced to Loucheux names for villages and areas outside the Delta.

2. Language activities
   - Kim's Game ("I want __")
   - Mime, Charades ("You are __")
   - Spin the plate ("Where's the __?")

3. Review - Lesson planning
   - control, conversation, oral teaching techniques, activities, review, sentences, necessity of having planned many activitie each lesson

4. Participants worked in pairs, preparing a twenty-minute sample lesson.

p.m.
1:30 - 4:00

1. Five lesson demonstrations done by the group
2. Practice using school equipment (thermofax and duplicator) to prepare lesson materials

Friday, February 8

a.m.

1. Differences in Loucheux dialects. Review of selected points of differences between Arctic Red River, Ft. McPherson, Old Crow, and Alaskan pronunciations of Loucheux. Emphasis on systematic nature of the differences.
2. Puppets (language activities)
   - sample puppet show in Loucheux
   - participants then presented their own shows

p.m.
1:30 - 4:00

1. Loucheux reading practice. Group worked through revised set of basic literacy lessons.
2. Review -- some of the important aspects of native language lessons and programmes in schools.
3. Language activities
   - card games ("Fish" & "Snap" in Loucheux)
   - board games (made by instructors)
4. Discussion: Native Language preservation in Ft. McPherson, Aklavik, Inuvik, and Arctic Red River. Chaired by Sarah Jerome, Band Secretary

Points made by workshop participants are outlined below:

- N.W.T. native language teachers should keep in touch, help support each other. They can work through their Bands, and arrange to have Sarah Ann Stewart work as a resource person for the four communities.

- It's not impossible to bring Loucheux back as a language spoken by children. It is important for adults to talk to the children and to each other in Loucheux.

- The workshops must continue. This workshop was enjoyed, and there was a feeling that this couldn't stop now. There could be 2 or 3 workshops a year.

- It is important to impress upon local school education boards, and the N.W.T. Department of Education, that people want Loucheux in the schools.

- Participants from this workshop will be able to attend their next band council meetings (in their respective communities) to explain the workshop and to ask for budgeting for next year.

- In Aklavik, the Loucheux language programme is in the school only twice a week, instead of every day. In Ft. McPherson, the school programme has not been continuous throughout the school year. All the programmes should start in September. There's possibility of Marry Effie Snowshoe taking part in a two-year school programme while she

teaches Loucheux.

- Teachers, parents, education committees should be informed of the importance for the children to keep their language. The children shouldn't be discouraged, and everyone possible should speak to them in Loucheux--in the stores, on the street, at home, everywhere.

- Communities have to be involved, have to support their Loucheux teachers. Loucheux game nights could even be set up.

- It is possible to take kids out in the bush, teaching them such things as fishing and muskrat trapping, all in Loucheux.

- Loucheux can't only be taught in school. Parents and grandparents must help. The children are trying hard but need encouragement outside the school.

- Some of the Ft. McPherson teachers have really helped Mary Effie Snowshoe. This positive attitude is good.

- When teachers meet once a year for professional development or conferences, the Loucheux teachers could organize their own session.

- It's important to make it known in church, school, adult education classes, CBC, etc., that people want to speak Loucheux. CBC should encourage more use on Loucheux on the request shows, talkback, and morning messages.

TEACHER EDUCATION PROGRAM

1. Basic Information

Name of Program: Teacher Education Program, Fort Smith, N.W.T.
Program Director: Alice Bolduc, Teacher Education Program
Vocational Education
Fort Smith, N.W.T.

Student Representative: Elizabeth Biscaye
Teacher Education Program
Fort Smith, N.W.T.

2. General Description

The program originated in 1968 and is designed to provide access and encouragement to young northern students, especially those of Indian, Eskimo and Metis origin, to enter the teaching profession. Students come from all regions of the Northwest Territories; residential, recreational and day-care facilities are provided for families. These services are provided through what is basically a small Thrritorial College, presently a division of the Department of Education.

The courses offered are in the areas of Methods in Teaching, Educational Foundations, Educational Administration, Educational Psychology, Cultural Awareness and Native Languages. The latter stresses literacy in the Athapascan tongues of Chipewyan, Dogrib, Slavey and Loucheaux, as well as the various dialects in Inuktitut. The courses are given over two winter terms and a spring term, the second spring term is taken at the University of Saskatchewan.

3. Detailed Description

a. Objectives

To place more bilingual teachers in classrooms with the type of competencies best fitted to meet the needs of education in the Northwest Territories; to provide an alternative and more gradual route for entry to the teaching profession, appropriate to the background and abilities of students who appear to have an aptitude for teaching but because of background may not be successful in a conventional type of program; to provide a career ladder whereby classroom assistants of demonstrated ability can enter the teaching profession; to demonstrate to native people that education is not something imposed from outside their own culture; to bring the specific cultural and linguistic knowledge of northern students into Territorial classrooms; to provide students who qualify and are interested, a foundation sufficient for them to proceed to a B. Ed degree, their courses taken at TEP obtaining advanced standing at Canadian Universities.

p.m.
6:30

Town feast hosted by Ft. McPherson Indian Band. Speeches and remarks in Loucheux by Mary Teya, John Ritter, and Mary Effie Snowshoe.

Puppet shows in Loucheux, put on by workshop participants.

Dance.

b. Statistics: Students - 16, Staff - 1 Principal, 3 instructors; Graduates - 92

c. Length: Two years (72 weeks); Sponsorship: The Department of Education of the Northwest Territories through Vocational Education; Affiliations: No formal affiliation. The University of Saskatchewan accredits TEP, awarding advanced standing towards a B.Ed. degree; Certification: The Certification Board of the N.W.T. grants a Northwest Territories Teaching Diploma, interim for two years and made permanent thereafter on the basis of satisfactory performance.

d. Coursework

All courses are compulsory. Whatever variety of selectivity exists concerns linguistic differences. Assignments may be directed to the cultural relevancy of the student. Courses offered: Educational Foundations, Educational Administration, Educational Psychology, English (Communication Skills), Native Languages, Anthropology, Native Peoples of Canada, and the Methods of Teaching Mathematics, Science, Language Arts, Social Studies, English as a Second Language, Physical Education, Music and Art.

e. Student Teaching

One internship of six weeks, some on campus practics in local schools employing an observation classroom and micro-teaching laboratory. Instructional staff travel in the field, generally allocated to the regions of the Central Arctic Coast, Inuvik and the Fort Smith/ Yellowknife area. Travel is almost entirely by air and distances are extensive.

f. Support Services

A student counsellor at Vocational Education is available to T.E.P. as well as other programs. Tutoring none external to the program. Academic upgrading at Vocational Education is available within timetabling limits. Financial aid is provided by the Department of Education, generally the equivalent of that given by Canada Employment (Manpower). Accommodation and food is subsidized by Vocational Education.

4. Governance

There is no formal university affiliation and the Indian/Inuit Community has no institutionalized input at the present time. Policy direction is given by a Steering Committee, its recommendations submitted to the Director of Education. Policy direction comes to the program through the Superintendent of Vocational Education. Program Development and Evaluation of the Department of Education assists in the planning and delivery of native language instruction consistent with their policies. Staff are recruited through the division of Recruitment and Staff Training.

Department of Education, Yellowknife. The Superintendent of Vocational Education and the Principal of T.E.P. participate in the interviews. The budget is allocated for specific cost categories and is set by the Superintendent of Vocational Education. The manner in which these funds are deployed is a responsibility of the Principal with the approval of the Superintendent.

5. Admission

N.W.T. residents who have taken all their schooling in the N.W.T. and are bilingual in English and one of the N.W.T. native languages shall be admitted to T.E.P. on a priority basis.

Unilingual English speaking students who have taken all their elementary and secondary schooling in the N.W.T. may apply. Admission will be granted if available spaces are not filled by bilingual candidates.

Applicants must be 18 years of age and able to submit a medical certificate of good health.

Entrance Requirements

Applicants must have a senior matriculation or a Grade 12 Diploma established with the Province of Alberta or the equivalent from another educational authority.

(1) A grade 12 GED acquired through academic upgrading;
(2) a minimum of Grade 10, substantiated by records of tests or from the secondary school attended; or
(3) qualified as Classroom Assistants, have a minimum of Grade 10 based on a TABE Test and a record of good performance in the classroom.

6. Funding

The entire funding including student allowances is done by the Department of Education, Yellowknife, N.W.T. This is administered through their division, Vocational Education headed by a Superintendent.

7. Graduates

Since 1969, ninety-two (92) students have graduated from the program. Presently there are forty-one (41) teaching in the schools in the Northwest Territories, three (3) are teaching in Alberta and eight (8) are attending southern universities working towards their B.Ed degrees. The graduates are mainly in teaching positions at settlement schools. One, who has acquired an M. Ed. has returned to assume the principalship of the program. Three are principals in small settlement schools and one is a vice-principal. Five are working in the Department of Education

in the Program Development and Linguistics Divisions.

8. Unique and Important Aspects

We have the added responsibility of training Classroom Assistants. Two month-long courses are offered in July of each summer. Instructors are contracted to supplement the T.E.P. staff for this purpose.

Our program has to cope with a wide cultural diversity and logistics of operating in the vast distances of the Canadian north. In many parts of the Northwest Territories, children come to school with little knowledge in English. This requires particular attention to giving trainee students literacy in their mother tongue - often difficult because of inadequate orthographies. The enrolment is small although there is potential for growth when more native students complete secondary schooling.

Teacher Education Program
Frobisher Bay Campus
Northwest Territories
PROGRAM DESCRIPTION

1. Principal :

Peta-Ann Jackson,
Principal, T.E.P.
Frobisher Bay Campus
Dept. of Education
Frobisher Bay, N.W.T.
X0A 0H0.

2. Staff (80/81) :

Carole Munden
Leena Evic
Rosemary Twerdin
c/o Teacher Education Program,
Frobisher Bay, N.W.T.
X0A 0H0.

3. Student Council :

Eric Joamie - President
Archie Angnaleak - Vice President
Emily Tutanuak - Secretary
Juliana Boychuck - Treasurer
- N.W.T.T.A. Representative

4. General Description :

This two year program is designed to train Inuit students to become qualified classroom teachers at the elementary school level in the Northwest Territories. Residential and recreational facilities are provided for single and married students as required. All services are provided through the Northwest Territories Teacher Education Program, Department of Education, Gov't of the N.W.T. Mr. Mick (S.T.) Mallon, Director, Bilingual Education Project, is our immediate supervisor.

Courses offered provide the student with a sound educational base in :

a) Theoretical knowledge about learning and human behaviour.
b) Attitudes that foster learning.
c) Knowledge of subject matter.
d) A repertoire of teaching skills.
e) Literacy in Inuktitut and English.

These courses are given over six semesters. Two half-semesters are spent in Internships in community classrooms. Two half-semesters are planned as Intersessions :one, to stress Inuit cultural skills and language, to be spent in a northern camp or community setting, the other to be spent in a southern Canada urban campus setting, to allow students to become familiar with other Canadian life-styles, Teacher Training programs, and opportunities for further education.

5. Detailed Description :

a) Program Objectives :

1) To place Inuktitut/English bilingual teachers in classrooms with those competencies best fitted to meet the needs of education in the Northwest Territories.

2) To provide a means of entry to the teaching profession appropriate to the background and abilities of Inuit students who demonstrate an aptitude for teaching and a desire to teach in an Inuit cultural setting.

3) To provide the student who has the ability and desire to do so, with training and experience which will enable him/her to broaden his/her professional career through continued professional development in a Bachelor of Education degree or other program in a Canadian university or college.

4) To demonstrate to Inuit that the specific cultural and linguistic elements of the native cultures are a

fundamental part of the educational system of the N.W.T.

5) To bring the specific cultural and linguistic knowledge of northern students into Territorial classrooms.

6) To provide a career ladder whereby Classroom Assistants with demonstrated ability can enter the teaching profession.

b) Program :

Length - Two years (72 weeks)

Sponsorship - Bilingual Education Project
Department of Education,
Government of the N.W.T.

Affiliation - Parallels the Teacher Education Program in Fort Smith, N.W.T. (which celebrated its 10th anniversary in 79/80), in providing services to N.W.T. students of Inuit, Indian, and Metis origin.

Certification - The Certification Board of the N.W.T. Teaching Diploma, interim for two years, and made permanent thereafter on the basis of satisfactory performance.

c) Coursework :

All courses offered at present are compulsory. Inuktitut cultural and linguistic courses are still in the developmental stage as we work together to respond to the input of the Local Education Authorities and Elders in Inuit communities of the N.W.T. Students learn and practice teaching in Inuktitut, emphasizing teaching at the Primary level in local schools.

d) Courses offered :

Year One - Introduction to Education;Theory of Education; Human Development;Inuktitut reading and writing;Inuktitut grammar and orthography; Inuktitut cultural heritage; Inuktitut Language Arts Methods and Curriculum; English; Primary Methods; Audio-Visual Techniques; Methods and Curriculum in Reading, Arithmetic, Art and Crafts.

Year Two - Human Development; Inuktitut reading, writing, public speaking; Inuktitut cultural Heritage; Teaching Inuktitut as a Second Language; Teaching English as a Second Language; Methods and Curriculum in Social Studies, Science, Physical Education, Language Arts, and Music; Exceptional Children;Introduction to Anthropology and/or Sociology;Administration and Evaluation.

In both years students practice teach on a once-a-week basis, under the supervision of classroom teachers and T.E.P. staff, in classes at Nakasuk and Nanook Schools in Frobisher Bay and Apex. A six-week Internship session in a settlement school follows each Christmas vacation.

The Superintendants of Education for the N.W.T., in a conference held in Yellowknife, in May , 1980, discussed the performance of T.E.P. graduates presently on staff. The following 16 points are a summary of their opinions and requests of the Teacher Education Program in Fort Smith and Frobisher Bay:

1. The T.E. Program should be retained and improved upon.
2. Generally T.E.P. methodology training is good.
3. Generally the academic levels of graduates is too low.
4. There is a need for upgrading as part of the program.
5. Generally daily and long range planning abilities are low.
6. Native Language Instruction and Cultural Instruction are components required in the program.

7. A program for attracting the best students is required.
8. Training in assertiveness is required.
9. Classroom Management training needs improving (Student Discipline).
10. The program should prepare K-6 teachers - K-3 are vital base building years. The strongest teachers should be assigned to these grades.
11. Student evaluation (testing) training is required.
12. Automatic graduation and placement guarantees should be terminated.
13. Consideration should be given to lengthening the program - three years.
14. The internship component should be redrafted for 1st and 2nd year students. Expectations should be gradually increased.
15. T.E.P. graduates should be asked to do an evaluation of the programs. Identification of strengths and weaknesses.
16. The Northern Language and Cultural Components of the program should be unique, superior components.

We intend to act upon these suggestions in developing and improving our Program.

INUIT . TEACHER . TRAINING PROGRAMME

Authorized and funded by le Ministère
de l'éducation du Québec

Organized jointly by Kativik School
Board and McGill University

Kuujjuaq, March 1980

BEST COPY AVAILABLE

Inuit children grow up in a minority language situation and need an early learning environment in which

- they can communicate in their own language, feel comfortable, and thus are not slowed down in their cognitive development;
- teaching methods and materials reflect the learning style and developmental patterns of their cultural group;
- their cultural identity is reinforced so that they can later on integrate in the majority culture from a position of own cultural strength;
- school and community are closely linked.

The Inuit Teacher Training programme is based on the premise that Inuit can provide the best learning environment for their children and that the training of Inuit teachers has to be adapted to the northern reality.

Experiences of other training programmes have shown that a prolongued study period outside the settlement prior to employment as a teacher is an option only few Inuit will choose, due to family responsibilities. A programme of alternating work and study periods in the north seems, therefore, better suited to their needs and to their lifestyle.

The possibility of using untrained Inuit as classroom assistants to qallunaat has been dismissed because it can easily lead to permanent typing of the qallunaat as master teacher and the Inuk as assistant. This in turn would have adverse effects on the child's and the community's feelings of cultural worth.

Existing curricula and teaching methods have in the past been completely oriented towards the southern majority group child and they must be adapted or replaced by programmes and methods directed at the northern minority group child. Project C.O.P.I.T. (Child Observation Project - Inuit Teacher Training) was started to answer this urgent need. The teachers in training receive the skill to observe their students and they become aware of their learning styles and developmental patterns. As C.O.P.I.T.T. observations are analysed, more appropriate curricula and teaching methods can be introduced. At the same time, new courses for teachers are developed and all courses are continually revised. (For more information on C.O.P.I.T.T. see Appendix B.)

The training of Inuit teachers is very closely linked with curriculum development and this link is reflected by the close cooperation between Kativik's Teacher Training Service and the Curriculum and Programmes Service.

The present emphasis of the training programme is almost entirely on mother tongue instruction for the early years, but the preparation of Inuit teachers for higher levels, as well as the training of physical education specialists is envisaged for the future.

The growing number of qualified Inuit on the Teacher Training team and their role as teaching assistants or instructors during the courses has already resulted in a gradual shifting of roles, with qallunaat moving into the position of consultants.

It is hoped that the programme will continue to evolve in direct response to the changing needs and aspirations of the cultural group it is to serve.

PROGRAMME DIRECTORS

Doris Winkler, Coordinator, Kativik School Board
Dr. Jack Cram, Professor of Education, McGill University

STAFFING

Coordinator: full-time position
Course instructors: hired on a contract basis
Counsellors: 3½ full-time positions
There are two types of counsellors. The local half-time counsellors work in their own and one neighbouring settlement and they are also half-time special education teachers in their community. The full-time counsellors travel to the settlements without local counsellor. Counsellors do on the job training in the communities, attend all courses, assist the instructors in preparing and teaching the courses, provide follow-up to courses, and also fill the role of resource teachers.
Secretary: full-time position

NUMBER OF STUDENTS

45 - 60 students, most of whom are presently teaching at the Kindergarten to Grade 2 levels where Inuttitut is the language of instruction.

ADMISSION

All full-time and regular part-time teachers who are not yet legally qualified must join the programme. Proficiency in second language is not required, since provision is made for translation during courses and Inuit counsellors and other qualified Inuit personnel are involved in the preparation and teaching of the courses. There is no minimum level of scolarity. Upgrading is built into the programme.

COURSE WORK

Students must take a minimum of 30 credits (3 credits equal 45 contact hours). It takes at least 3 years to complete the programme. Courses are offered in the north and are scheduled so that teachers in training can hold regular teaching jobs and look after their families. There are usually two course sessions a year, a 3 - 4 week summer session and a shorter, intensive winter session. They are organized in the settlements on Hudson's Bay and Ungava Bay on a rotating basis. Students and instructors are flown in and accommodated with local families.

Most courses include practical work with children so that the students can put theory into practice under the guidance of instructors and counsellors. Credit for a course is given only when follow-up assignments are completed and instructors and/or counsellors have evaluated the teacher's classroom performance back in the settlement.

For detailed course descriptions see Appendix A. Areas that are not included have been touched upon in short workshops and during pedagogical days, but may become course offerings in the future.

GRADUATES

Graduates receive the permanent teaching diploma valid in the Province of Quebec and can apply for admission to the second year of McGill's B.Ed. programme.

8 graduates in 1978
4 - 6 graduates in 1980

APPENDIX A

INUIT TEACHER CERTIFICATION PROGRAMME

KATIVIK SCHOOL BOARD

MINISTERE DE L'EDUCATION

MCGILL UNIVERSITY

The following 30 credit programme has been offered in Nouveau Québec since the summer of 1976. Candidates are admitted on the recommendation of the Kativik School Board, and normally, are in full time teaching employment and hold a "Tolérance" or Provisional Teaching Authorization from the Ministère de l'Education.

Graduates are awarded a permanent teaching diploma valid in the province of Québec and are granted admission with advance standing to McGill's B.Ed. programme.

Courses are offered off campus in settlements on the Hudson Bay and Ungava Bay coasts and are given by McGill approved instructors aided by the teacher training staff of Kativik School Board. Credit for a course is given when formal class work and follow-up assignments have been evaluated by its McGill instructor and the Kativik staff.

The course descriptions given below vary from those in the McGill calendar; it is because the course has been adapted to the needs of Inuit student teachers with permission of the appropriate McGill department.

COURSE DESCRIPTIONS

I. Curriculum and Instruction (6 credits - compulsory)

a) 433-444 Education in the North - Curriculum (3 credits)

Practicum designed to assist the student in planning and maintaining a learning environment for Inuit children. Emphasis is on the preparation of suitable local materials for use in activity centred instruction. Areas covered include classroom planning and management, home-school co-operation, beginning language arts, etc.

b) 428-322 Curriculum and Instruction in Mathematics-Early Childhood (3 credits)

Lab type experiences aimed at preparing teachers to meet the specific needs of Inuit children in mathematics. Areas covered include study and adaptation of existing programmes, developing culturally based materials and the use of local resources as primary teaching aids.

II. Educational Psychology (3 credits- compulsory)

414-204 A General Introduction to Psychology for Teachers (3 credits)

Introduction to current models of teaching and learning and their application to Inuit classrooms. Demonstrations and exercises stress child development, teaching strategies, learning environments and the need for an understanding of Inuit perceptions.

III. Educational Administration (3 credits- compulsory)

411-394 Administration of Education in Québec.

An introduction to the system of administration and decision making in the Kativik School Board. The relationship of the Board to the Ministry of Education. Politics of educational planning, finance, local educational policy and staff relations are touched upon.

IV. Language Teaching

431-501 Linguistics Applied to Language Teaching

(3 credits-compulsory)

An examination of Inuttitut as spoken and written in Arctic Quebec. Syllabic and Roman orthography and their relationship to the spoken language. Examination and preparation of teaching materials and their application in the classroom.

V. Student Teaching

435-422 Education in the North-Field Experience (6 credits)

A period of supervised teaching, normally following completion of compulsory courses, in which Inuit teachers are supervised in their classrooms by teacher training counsellors of Kativik School Board and by McGill based supervisors where possible.

Careful analyses of preparation and performance are discussed with student teachers. Counsellors work individually with teachers assisting them in areas of weakness. Interim and final reports are submitted to McGill.

VI. Electives (12 credits)

The following courses are offered on a rotating basis in the north. Other electives may be chosen by students wishing to study for a term or more in the south.

417-312 Primary Science (3 credits)

Methods of providing primary school children with useful learning experiences related to their natural environment. Areas covered include teaching strategies, use of simple equipment, science curriculum planning for the northern school.

427-594 Creative Dramatics for the Classroom (3 credits)

Participatory course in creative drama aimed at providing teachers with techniques related to improvisation, non-verbal communication and spontaneous expression.

414-446 Special Topics in the Education of Exceptional Children (3 credits)

A seminar, workshop and lab approach to selected topics in the field of special education. Examples of possible topics include: language development, diagnosis of learning disabilities and remedial strategies.

414-444 Materials in Special Education (3 credits)

A critical examination of materials available for special education programmes and their adaptation to the Inuit child. Heavy emphasis on the production of local materials applicable to Inuit culture.

414-208 The Development of Personality and Social Behaviour in the School Age Child. (3 credits)

Emphasis is on aspects of growth and development related to the process of schooling. Techniques used include close observation and data collection among children, remedial follow-up of identified problems, seminars, demonstrations, and discussion groups.

431-347 Teaching English as a Second Language-Later Childhood (3 credits)

Study of Second Language principles, teaching techniques and materials related to the transition from Inuttitut programmes to English. Emphasis on adapting existing texts and producing local materials.

Each of the courses listed above has been successfully offered in the North. More offerings will be added to the list as they are given.

APPENDIX B

KATIVIK SCHOOL BOARD

August 16, 1979

A SHORT DESCRIPTION OF THE CHILD OBSERVATION PROJECT

INUIT TEACHER TRAINING (COPITT)

1. Purposes

The Child Observation Project grew from the need for an educational diagnosis and assessment component in the Inuit Teacher Training program. The use of southern tests with Inuit children was entirely rejected on grounds of both content and method. The alternative chosen was development of culturally appropriate diagnosis-assessment tools built on basic child observations carried out by Inuit teachers.

1.1 The first purpose of the child observation work now in progress is to develop Inuit teachers' skill in observing their children and so gaining first hand awareness of their particular learning and developmental patterns. It is anticipated that certain teachers involved in child observation courses and field work will become the educational specialists, i.e., resource or counsulting teachers, of the shcool system.

1.2 The second purpose of COPITT is to study and use the results of teachers' child observations to help develop the most appropriate and effective curriculum and teaching methods for Inuit children in Arctic Quebec. A program for beginning Inuktitut reading and writing, derived from COPITT observations to date, is already being introduced to teachers for trial this year. Observation - based teaching ideas for spoken language and concept development - mathematics areas will also be introduced during the coming year.

1.3 The third purpose of COPITT is to begin individualizing educational programs for those children most in need of special remedial help or enriched content. Screening was carried out last spring with most children in their first year at school (readiness level) in order to discover those with special needs as early as possible. Teacher Training counsellors (qaujiqasuarti) will begin this fall to use these readiness and other higher level observations to design and help implement some individualized teaching.

1.4 Supporting all three purposes - observation training, program development, and individualization - is a COPITT Handbook. Each teacher involved in COPITT courses and fieldwork is building her/his own handbook of child observation and teaching methods. The Handbook is organized around a basic simplified model of development and learning, comprising 6 areas as follows:

a) Motor
b) Perception
c) Cognition

] successive levels of functioning, building one on the other.

d) Language
e) Other achievement areas (reading, math...)

] areas of learning incorporating all 3 levels of functioning.

f) Behaviour

] cross-cuts all levels of functioning and all areas of learning.

Common use of this model, and a growing list of related educational vocabulary, is intended to facilitate communication across three languages within and beyond the Arctic Quebec school system.

2. Process

2.1 A group of educational specialists (e.g., spoken language, written language, mathematics, special education, child development psychology) and several Inuit teachers are designing preliminary versions of child observation methods. Over a 2-to-3 year period, these will be:

a) presented to Inuit teachers via courses and the Teacher Training counsellors;

b) used in the field by the teachers;

c) results compiled and studied;

d) consequent revisions made;

e) revised methods reused, and;

f) the cycle repeated as often as needed.

During the course of this development cycle, observation results will be used for program development and individualization as they emerge.

2.2 In addition to observations made here, similar information from elsewhere in the north (Alaska, N.W.T., Newfoundland, Greenland) and from the educational-psychological literature is being gathered. Gradually the Arctic Quebec child observation results and revised methods will be shared with other regions as well.

2.3 Child observations are also being supplemented by less formal observation of the learning and thinking characteristics of older Inuit students and of teachers. This is of special significance in the language area where Inuit teachers and children are often perfecting their written language simultaneously. In all learning areas, COPITT intends to work with curriculum development projects to develop program and methods from higher levels down as well as from beginning levels up. This is both a practical necessity and a means of improving educational continuity.

Arlene Stairs, Ph.D.
Research Director,
Consultant in school psychology